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## ABSTRACT

A draft of the Seminole Community College (Florida) school-to-work curriculum developed by the department of English for Speakers of Other Languages (ESOL) is presented. The curriculum emphasizes use of computers and computer-assisted instruction for learning English and is designed to help students develop practical, employment-related skills and workplace vocabulary. The first section delineates the specific language and thinking skills, personal qualities, and workplace competencies targeted in the curriculum. Subsequent sections outline courses for ESOL instruction at four proficiency levels: basic, beginning, intermediate, advanced, and intensive. Several courses in English for special purposes (accent reduction, computer skills, and business English) are also outlined briefly. Each course outline includes school-to-work objectives and specific reading, cultural, writing, grammar, speaking, and listening skills to be taught. Presentation notes for a school-to-work curriculum teacher training workshop and a list of computer and language laboratory materials used in the curriculum are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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SEMINOLE COMMUNITY COLLEGE

**ESOL****ENGLISH FOR SPEAKERS  
OF OTHER LANGUAGES**

# "Building School-to-Work into the Adult ESOL Curriculum"

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**SPECIAL EXPERIMENTAL, DEMONSTRATION,  
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SECTION 353, ADULT EDUCATION ACT**

**FISCAL YEAR 1997**

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**SEMINOLE COMMUNITY COLLEGE  
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**"A MULTIMEDIA MODEL FOR ADULT ESOL EDUCATORS"  
and  
"BUILDING SCHOOL-TO-WORK INTO THE ADULT ESOL  
CURRICULUM"**

**INTRODUCTION**

Enclosed is a draft of the Seminole Community College ESOL Department's Multimedia School-to-Work Curriculum. This model was developed during the 1995-96 and 1996-97 school years with the aid of a State of Florida Section 353 Grant. The project goals include: 1) developing an effective curriculum that places second language acquisition as the focus of instruction incorporating computer skills; 2) adding a comprehensive multimedia school-to-work component to all areas and at all levels of the adult ESOL curriculum in order to give students communicative and practical employability skills and workplace vocabulary; 3) providing an increase in computer and workplace related skills to the target population (adult education ESOL); 4) providing a computer-assisted curriculum with a focus on practical skills to increase student satisfaction and improve student retention; 5) providing training for adult ESOL educators in computer-assisted and school-to-work instruction.

The curriculum checklist is organized according to four proficiency levels: Level I - Basic, Level II - Beginning, Level III - Intermediate, and Level IV - Advanced. Each level is subdivided into four skills: Reading/Culture, Writing, Grammar, and Speaking/Listening. The multimedia component (lab) has been incorporated into each level and skill area. The School-to-Work objectives are listed at the beginning of each level section, as these competencies are meant to be incorporated and reinforced in all skill areas (e.g., STW objective "Getting a Job" would be covered in reading classified ads, writing a letter of application, and interviewing).

The ESOL Department Curriculum Checklist should not be used as an assessment tool for individual students. It is meant to give instructors an overview of the program and a range of material so that they may better plan their courses of instruction. It should also be used to help administrators and staff determine which physical resources, such as books, software, and other materials, are necessary to cover all the skill areas.

Wendy J. Allison  
ESOL Faculty & Curriculum/Multimedia Developer

## ***SCANS FRAMEWORK***

You can help your students develop the following necessary skills for future academic and employment success by identifying the relevant SCANS skills and competencies that will be practiced during a particular classroom activity, then documenting those skills in your lesson plans and making them explicit to the students.

### **SCANS FOUNDATION SKILLS**

#### **BASIC SKILLS:**

- \_\_\_ READING - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- \_\_\_ WRITING - communicates thoughts, ideas, information, and messages in writing; creates letters, manuals, reports, graphs, and flow charts
- \_\_\_ ARITHMETIC/MATHEMATICS - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- \_\_\_ LISTENING - receives, attends to, interprets, and responds to verbal messages and other cues
- \_\_\_ SPEAKING - organizes ideas and communicates orally

#### **THINKING SKILLS:**

- \_\_\_ CREATIVE THINKING - generates new ideas
- \_\_\_ DECISION MAKING - specifies goals and constraints, generates alternatives, considers risks, best alternative
- \_\_\_ PROBLEM SOLVING - recognizes problems and devises and implements plan of action
- \_\_\_ SEEING THINGS IN THE MIND'S EYE - organizes and processes symbols, pictures, graphs, objects, and other information
- \_\_\_ KNOWING HOW TO LEARN - uses efficient learning techniques to acquire and apply new knowledge and skills
- \_\_\_ REASONING - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

#### **PERSONAL QUALITIES:**

- \_\_\_ RESPONSIBILITY - exerts high level of effort and perseveres toward goal attainment
- \_\_\_ SELF-ESTEEM - believes in own self-worth and maintains a positive view of self
- \_\_\_ SOCIABILITY - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- \_\_\_ SELF-MANAGEMENT - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- \_\_\_ INTEGRITY/HONESTY - chooses ethical courses of action

## **SCANS WORKPLACE COMPETENCIES**

### **RESOURCE MANAGEMENT:**

- \_\_\_ TIME - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- \_\_\_ MONEY - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- \_\_\_ MATERIALS and FACILITIES - acquires, stores, allocates, and uses materials or space efficiently
- \_\_\_ HUMAN RESOURCES - assesses skills and distributes work accordingly, evaluates performance, and provides feedback

### **INTERPERSONAL SKILLS:**

- \_\_\_ TEAM WORK - contributes to group effort
- \_\_\_ TEACHING - teaches others new skills
- \_\_\_ SERVING CLIENTS/CUSTOMERS - works to satisfy customers' expectations
- \_\_\_ LEADERSHIP - communicates ideas to justify position, persuades and convinces others
- \_\_\_ NEGOTIATING - works toward agreements involving exchange of resources, resolves divergent interests
- \_\_\_ WORKING WITH DIVERSITY - works well with people from diverse backgrounds

### **INFORMATION MANAGEMENT:**

- \_\_\_ ACQUIRES and EVALUATES INFORMATION (facts and data)
- \_\_\_ ORGANIZES and MAINTAINS INFORMATION
- \_\_\_ INTERPRETS and COMMUNICATES INFORMATION
- \_\_\_ USES COMPUTERS to PROCESS INFORMATION

### **SYSTEMS MANAGEMENT:**

- \_\_\_ UNDERSTANDING SYSTEMS - knows how social, organizational, and technological systems work together
- \_\_\_ MONITORING and CORRECTING PERFORMANCE - distinguishes trends, predicts impacts on system operations
- \_\_\_ IMPROVING and DESIGNING SYSTEMS - suggests modifications to existing systems and develops new systems

### **TECHNOLOGY:**

- \_\_\_ SELECTING TECHNOLOGY - chooses procedures, tools, or equipment including computers and related technologies
- \_\_\_ APPLYING TECHNOLOGY - understands overall intent and proper procedures for setup and operation
- \_\_\_ MAINTAINING and TROUBLE-SHOOTING - prevents, identifies, or solves problems with equipment and technology

## LEVEL I INTENSIVE

### School-to-Work Objectives for Level I:

Identify and use appropriate language for:

- \_\_\_ getting a job
- \_\_\_ new on the job
- \_\_\_ communication with co-workers and supervisors
- \_\_\_ job performance
- \_\_\_ small talk

### READING/CULTURE I

- \_\_\_ pronounce new words orally
- \_\_\_ identify the meanings of the new words
- \_\_\_ demonstrate an understanding of the new words in a daily review
- \_\_\_ be familiar with new words in order to understand them in context\*
- \_\_\_ create short sentences using new vocabulary words from reading
- \_\_\_ rewrite sentences from reading materials to alter the meaning by changing the subject and vocabulary
- \_\_\_ identify the main characters or people of a paragraph
- demonstrate an understanding of the following:
  - \_\_\_ basic societal rules in American society
  - \_\_\_ U.S. geography
  - \_\_\_ U.S. government as it relates to society
  - \_\_\_ basics of American culture

### **LAB:**

- \_\_\_ successfully complete *Rosetta Stone* Unit 2 reading tutorial
- \_\_\_ successfully complete *English Discoveries* Basic 1 assigned reading lessons

### WRITING I

- \_\_\_ write legibly
- \_\_\_ write the alphabet in legible capital and lower case letters
- \_\_\_ write words in alphabetical order
- \_\_\_ write basic personal information
- \_\_\_ write the following:
  - \_\_\_ year
  - \_\_\_ days of the week
  - \_\_\_ months
  - \_\_\_ colors\*
  - \_\_\_ money

\*Presented and/or reinforced in multimedia component

- \_\_\_ numbers from one to one-hundred twenty-one
- \_\_\_ capitalize the first letter of the first word of a sentence, pronoun "I", and the first letters in the names of persons\*
- \_\_\_ rewrite sentences to alter the meaning by changing subject and vocabulary
- \_\_\_ write simple sentences using the new vocabulary

## **GRAMMAR I**

Students will be able to identify and demonstrate an understanding of how to use the following:

- \_\_\_ alphabet\*
- \_\_\_ numbers\*
- \_\_\_ days\*
- \_\_\_ months\*
- \_\_\_ colors\*
- \_\_\_ basic vocabulary\*
- \_\_\_ subject pronouns\*
- \_\_\_ verb "to be" - present tense\*
  - \_\_\_ statements
  - \_\_\_ negatives
  - \_\_\_ questions/short answers
- \_\_\_ nouns\*
  - \_\_\_ singular & plural
  - \_\_\_ count & non-count
  - \_\_\_ articles
- \_\_\_ verb "to have"
- \_\_\_ regular verbs - present tense\*
  - \_\_\_ statements
  - \_\_\_ negatives
  - \_\_\_ questions/short answers
- \_\_\_ adverbs of frequency
- \_\_\_ verb "to be" - past tense\*
  - \_\_\_ statements
  - \_\_\_ negatives
  - \_\_\_ questions/short answers
  - \_\_\_ contractions
- \_\_\_ other verbs - past tense\*
  - \_\_\_ regular & some common irregular verbs
  - \_\_\_ statements
  - \_\_\_ negatives

\*Presented and/or reinforced in multimedia component

- \_\_\_ questions/short answers
- \_\_\_ information questions - *what, when, where, who*\*
- \_\_\_ present progressive tense\*
  - \_\_\_ statements
  - \_\_\_ negatives
  - \_\_\_ questions/short answers
- \_\_\_ future tense\*
  - \_\_\_ statements
  - \_\_\_ negatives
  - \_\_\_ questions/short answers

### **SPEAKING/LISTENING I**

- \_\_\_ orally identify objects
- \_\_\_ identify letters of the alphabet (capital and lower case)
- \_\_\_ identify numbers and number words 1-100\*
- \_\_\_ identify days and months
- \_\_\_ tell time
- \_\_\_ identify and use money
- pronounce vocabulary for:
  - \_\_\_ health
  - \_\_\_ body\*
  - \_\_\_ clothes\*
  - \_\_\_ shapes\*
  - \_\_\_ doing things\*
  - \_\_\_ our community\*
  - \_\_\_ our environment
  - \_\_\_ sport situations
  - \_\_\_ education\*
  - \_\_\_ shopping situations\*
  - \_\_\_ food\*
  - \_\_\_ city, state, country\*
  - \_\_\_ work
- \_\_\_ recognize and pronounce basic vocabulary and alphabet
- \_\_\_ identify and distinguish between singular/plural and questions/statements\*
- \_\_\_ respond to basic questions and instructions
- \_\_\_ recognize and use basic vocabulary, structures, and formulaic expressions\*
- \_\_\_ demonstrate basic social interaction skills

### **LAB:**

- \_\_\_ successfully complete *Rosetta Stone* Unit 1 listening dictation and tutorial
- \_\_\_ successfully complete *English Discoveries* Basic 1 assigned listening/speaking lessons

\*Presented and/or reinforced in multimedia component



## LEVEL II INTENSIVE

### School-to-Work Objectives for Level II:

Identify and use appropriate language for:

- \_\_\_ company policies (punctuality)
- \_\_\_ giving/following directions and instructions  
(demonstrating comprehension of multi-step directions)
- \_\_\_ safety (signs and labels)
- \_\_\_ interacting with co-workers (using first and last names, familiarity)
- \_\_\_ interacting with supervisors (formal/informal forms of address)
- \_\_\_ personalities and conflicts (getting along with co-workers)
- \_\_\_ valued work behaviors/qualities (dependability, responsibility)
- \_\_\_ job performance (quality of work, recognition of service)
- \_\_\_ goal setting (short-term goals, evaluation of goal attainment)
- \_\_\_ job training/continuing education (lifelong learning)

### READING/CULTURE II

- \_\_\_ demonstrate mastery of skills and concepts for Level I
- \_\_\_ demonstrate literal comprehension skills by responding to oral or written questions about reading selections\*
- \_\_\_ find and state, in a simple way, the main idea of a paragraph and list supporting details of that main idea
- \_\_\_ answer "wh" questions about sentences or paragraphs to demonstrate literal comprehension of the reading material
- \_\_\_ guess the meaning of words from context\*
- \_\_\_ use correct pronunciation in oral reading\*
- \_\_\_ correctly locate U.S. states, capitals, and regions on maps\*
- \_\_\_ demonstrate an understanding of American customs, values, and holidays\*
- \_\_\_ identify and demonstrate a basic understanding of contributions of individual Americans to our society\*
- \_\_\_ understand basic principles of American government and the Constitution\*

### **LAB:**

- \_\_\_ successfully complete *Rosetta Stone* Unit 4 reading tutorial
- \_\_\_ successfully complete assigned lessons in *Word Attack 3* Beginning Adjectives, Nouns, Verbs 1-4

\*Presented and/or reinforced in multimedia component

- \_\_\_ successfully locate and extract selected information in *Grolier Multimedia Encyclopedia* related to U.S. geography, government, and culture

## **WRITING II**

- \_\_\_ demonstrate mastery of skills and concepts for Level I
- Given instruction that includes examples, explanation, and exercises, students will:
- \_\_\_ compose grammatically correct sentences with correct word order, including:
    - \_\_\_ subject-verb-object modifier
    - \_\_\_ adverbials of place and time
    - \_\_\_ adverbials of frequency
    - \_\_\_ order of adjectives
  - \_\_\_ compose simple sentences which are correctly punctuated and capitalized, including:
    - \_\_\_ terminal punctuation and the comma in dates and addresses, a series, and compound sentences
    - \_\_\_ capitalization will include proper nouns and adjectives
    - \_\_\_ compose letters in both personal and business styles, using appropriate form
    - \_\_\_ create simple paragraphs using the form of topic sentence, supporting statements, and concluding sentence, including:
      - \_\_\_ paragraphs in chronological order using simple transitions correctly
      - \_\_\_ paragraphs of description of people, places, things, processes, and events using basic modifiers correctly
      - \_\_\_ paragraphs that list reasons in the order of their importance

## **LAB:**

- \_\_\_ produce written work using *Microsoft Word 6.0* basic word processing skills (type, format, edit text; open, save, print, exit)
- \_\_\_ demonstrate keyboard familiarity and typing speed of at least 15 wpm

## **GRAMMAR II**

- \_\_\_ demonstrate mastery of skills and concepts for Level I
- Verbs:
- \_\_\_ use the simple present tense given a time phrase
  - \_\_\_ use the present progressive tense given a time phrase
  - \_\_\_ use the simple past tense of regular verbs given a time phrase
  - \_\_\_ use the simple past tense of irregular verbs given a time phrase
  - \_\_\_ form declarative, negative, and interrogative sentences and short answers for each sentence above
  - \_\_\_ ask *wh-* questions using any of the above tenses
  - \_\_\_ use *want, need, like, would like, and have* with an infinitive

\*Presented and/or reinforced in multimedia component

**Nouns and Pronouns:**

- \_\_\_ spell regular and irregular plural nouns
- \_\_\_ identify count and non-count nouns and use *a/an/some* accordingly
- \_\_\_ form possessive nouns
- \_\_\_ identify and use subject, object, possessive, reflexive, demonstrative pronouns, and possessive adjectives

**Expletives:**

- \_\_\_ use *there* in declarative, negative, and interrogative sentences and short answers
- \_\_\_ ask questions using *how many* and *there*

**Modifiers:**

- \_\_\_ identify and use frequency adverbs with any verb including the verb *to be*
- \_\_\_ use the superlative
- \_\_\_ use adjectives and *most*

**Prepositions:**

- \_\_\_ use prepositions of location *in, on, at, by* and *to*

**Articles:**

- \_\_\_ use the definite article *the*
- \_\_\_ use the indefinite articles *a* and *an*

**LAB:**

- \_\_\_ successfully complete assigned lessons in *Tense Buster* Lower Intermediate

**LISTENING/SPEAKING II**

- \_\_\_ demonstrate mastery of skills and concepts for Level I
- \_\_\_ demonstrate the ability to listen to a sentence, comprehend its meaning, and choose the best response
- \_\_\_ demonstrate the ability to listen for gist, specific information, and inference
- \_\_\_ demonstrate the ability to recognize singular and plural sounds/forms
- \_\_\_ demonstrate the ability to identify correct and incorrect pronunciation
- \_\_\_ demonstrate the ability to listen for linguistic forms (reduced forms, contractions, etc.) in conversational statements
- \_\_\_ identify the main idea in a narrative or discourse
- \_\_\_ improve in the pronunciation of final "s" and final "d"
- \_\_\_ demonstrate the ability to engage in "small talk" and discuss personal information (i.e., family, job, leisure activities, free time and various related areas)
- \_\_\_ demonstrate an increased ability in comprehension
- \_\_\_ demonstrate an improvement in level of vocabulary, pronunciation, and speed of discourse
- \_\_\_ demonstrate knowledge of idioms and expressions
- \_\_\_ distinguish between polite and casual speech

**LAB:**

- \_\_\_ successfully complete *Rosetta Stone* Unit 3 listening dictation and tutorial
- \_\_\_ successfully complete assigned lessons in *English Discoveries* Basic 2 & 3

\*Presented and/or reinforced in multimedia component

## LEVEL III INTENSIVE

### School-to-Work Objectives for Level III:

- Identify and use appropriate language for:
- \_\_\_ company policies (absenteeism)
  - \_\_\_ giving/following directions and instructions  
(demonstrating comprehension of multi-step directions)
  - \_\_\_ safety (company policies/injuries)
  - \_\_\_ interacting with co-workers (socializing outside of work)
  - \_\_\_ interacting with supervisors (personal vs. work-related topics of conversation)
  - \_\_\_ personalities and conflicts (getting along with supervisors)
  - \_\_\_ valued work behaviors (teamwork, trustworthiness)
  - \_\_\_ job performance (speed and accuracy)
  - \_\_\_ goal setting (short-term goals, evaluation of goal attainment)
  - \_\_\_ job training/continuing education (lifelong learning; accepting need for training)

### READING/CULTURE III

- \_\_\_ demonstrate mastery of skills and concepts for Levels I & II
- \_\_\_ demonstrate the ability to skim a reading passage for main idea
- \_\_\_ demonstrate the ability to scan a reading passage for specific information
- \_\_\_ demonstrate comprehension by responding correctly to literal questions over reading selection
- \_\_\_ recognize meaning from context clues and applying this vocabulary to new situations\*
- \_\_\_ identify and state the main idea of a reading section
- \_\_\_ improve pronunciation skills by reading class materials aloud with correct pronunciation\*
- \_\_\_ identify parts of speech in reading selections\*
- \_\_\_ demonstrate the ability to paraphrase passages through the use of synonyms and restatement
- \_\_\_ demonstrate the ability to follow directions from written instructions\*
- \_\_\_ identify the author's purpose in a reading selection
- \_\_\_ make inferences, draw conclusions, or predict outcomes in a reading selection\*
- \_\_\_ demonstrate an understanding of the concept of culture shock and the means of dealing with it\*
- \_\_\_ demonstrate an understanding of how the regions of the U.S. vary in culture
- \_\_\_ demonstrate an understanding of the American family, American individualism, and the dynamics of relationships in the U.S.\*

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- \_\_\_ demonstrate an understanding of the American work ethic and what American employers expect of employees\*
- \_\_\_ demonstrate an understanding of the way Americans spend holidays and leisure time\*
- \_\_\_ demonstrate an understanding of the dynamics of American politics
- \_\_\_ demonstrate an understanding of education in the U.S. and how it may differ from systems in their own countries\*

### LAB:

- \_\_\_ successfully complete *Rosetta Stone* Unit 6 reading tutorial
- \_\_\_ successfully complete assigned lessons in *Word Attack 3* Beginning Adjectives, Nouns, Verbs 5-8
- \_\_\_ successfully locate and extract selected information in *Grolier Multimedia Encyclopedia* related to U.S. geography, government, and culture

### WRITING III

- \_\_\_ demonstrate mastery of skills and concepts for Levels I & II
- demonstrate the ability to write:
- \_\_\_ simple, compound, and complex sentences\*
  - \_\_\_ summaries
  - \_\_\_ paragraphs (topic sentence, detailed supporting sentences, concluding sentence)
- demonstrate the ability to recognize these sentence errors:
- \_\_\_ run-ons\*
  - \_\_\_ comma splices\*
  - \_\_\_ faulty parallelism\*
- \_\_\_ demonstrate an understanding of essay organization (introduction, thesis statement, supporting paragraphs, and conclusion)

### LAB:

- \_\_\_ produce written work using *Microsoft Word 6.0* intermediate word processing skills (text manipulation using cut, copy, paste; special character formatting, e.g., bold, underline, italics; page formatting, e.g., alignment, line spacing, margins, tabs; spell checking)
- \_\_\_ demonstrate typing speed of at least 25 wpm

### GRAMMAR III

- \_\_\_ demonstrate mastery of skills and concepts for Levels I & II
- \_\_\_ write declarative, interrogative, imperative, and exclamatory sentences\*
- \_\_\_ write simple, compound, and complex sentences\*

demonstrate skills using:

- \_\_\_ nouns (singular, plural, possessive forms)\*
- \_\_\_ verbs (simple present and past tenses, present perfect tense, modal auxiliaries)\*
- \_\_\_ pronouns (subject, object, possessive, reflexive, and indefinite)\*
- \_\_\_ modifiers (adjectives, adverbs, comparison)\*
- \_\_\_ prepositions (time, place, position)\*

**LAB:**

- \_\_\_ successfully complete assigned lessons in *Perfect Copy* Series 1

**SPEAKING/LISTENING III**

- \_\_\_ demonstrate mastery of skills and concepts for Levels I & II
- \_\_\_ recognize and correctly pronounce and write dictated words and sentences\*
- \_\_\_ apply consonant sounds/rules of pronunciation appropriately to new words\*
- \_\_\_ improve pronunciation of all new vocabulary as measured by oral exercises/tests
- \_\_\_ apply rules to past tense regular verb pronunciations (id, t, d)\*
- \_\_\_ pronounce plurals, third person verbs, possessives, and contractions accurately
- \_\_\_ distinguish between contrasting consonant sounds in both speaking and listening\*
- \_\_\_ demonstrate the ability to listen for linguistic forms in statements which require a response\*
- \_\_\_ demonstrate the ability to listen for gist, specific information, and inference\*
- \_\_\_ demonstrate the ability to listen to a sentence, comprehend its meaning, and choose the best response\*
- \_\_\_ demonstrate an increased fluency through paraphrasing\*
- \_\_\_ demonstrate an understanding of advanced life skills, such as polite debating, budgeting, and handling emergencies\*
- \_\_\_ increase overall vocabulary\*
- \_\_\_ improve presentation skills\*

**LAB:**

- \_\_\_ successfully complete *Rosetta Stone* Unit 5 listening dictation and tutorial
- \_\_\_ successfully complete assigned lessons in *ELLIS Senior Mastery*

\*Presented and/or reinforced in multimedia component

## LEVEL IV INTENSIVE

### **School-to-Work Objectives for Level IV:**

Identify and use appropriate language for:

- ☐ company policies (benefits)
- ☐ giving and following directions (demonstrating comprehension of multi-step directions)
- ☐ safety (occupational safety and health administration)
- ☐ interacting with co-workers (lunch/break habits, talking about money)
- ☐ interacting with supervisors (reporting problems, initiating contact)
- ☐ personalities and conflicts (unions)
- ☐ valued work behaviors (self-discipline, initiative)
- ☐ job performance (quality control, performance evaluation)
- ☐ goal setting (long and short-term goals, evaluation of goal attainment)
- ☐ job training/continuing education (lifelong learning, GED, community college courses)

### **READING/CULTURE IV**

☐ demonstrate mastery of skills and concepts for Levels I, II, and III  
demonstrate the ability to utilize previewing strategies:

- ☐ skimming for familiarization with prior knowledge
- ☐ skimming for gathering ideas of proposed reading\*
- ☐ asking questions to be answered by reading material
- ☐ scanning for specific information\*

demonstrate the ability to determine meaning from context clues by:

- ☐ recognizing stems, affixes, and compound words\*
- ☐ recognizing figurative language and euphemisms\*
- ☐ recognizing paraphrase\*
- ☐ recognizing use of connectors and signal words\*
- ☐ recognizing pronoun reference\*

demonstrate the ability to:

- ☐ distinguish the main idea from supporting ideas\*
- ☐ distinguish explicit from implicit main ideas
- ☐ follow directions from written instructions\*
- ☐ outline a multiple paragraph passage
- ☐ distinguish between fact and opinion\*
- ☐ make inferences and draw conclusions\*
- ☐ distinguish relevant from irrelevant information\*
- ☐ predict outcomes

\*Presented and/or reinforced in multimedia component

demonstrate an understanding of:

- \_\_\_ U.S. geography\*
- \_\_\_ political structures and processes in the U.S.\*
- \_\_\_ similar and contrasting elements of U.S. vs. foreign cultures as represented by the student body\*
- \_\_\_ tolerance of differing opinions regarding elements of culture\*

### LAB:

- \_\_\_ successfully complete *Rosetta Stone* Unit 8 reading tutorial
- \_\_\_ successfully complete assigned lessons in *Word Attack 3* Intermediate Adjectives, Nouns, Verbs 1-4
- \_\_\_ locate, interpret, and report selected information in *Grolier Multimedia Encyclopedia* relating to U.S. culture, geography, government, and politics

### WRITING IV

- \_\_\_ demonstrate mastery of skills and concepts for Levels I, II, and III
- write grammatically correct sentences demonstrating:
  - \_\_\_ effective use of coordinating, correlative, and subordinating conjunctions\*
  - \_\_\_ appropriate use of simple, compound, and complex sentences\*
  - \_\_\_ incorporation of transitional devices as needed\*
  - \_\_\_ correct use of capitalization and punctuation\*
- demonstrate an understanding of the writing process, including:
  - \_\_\_ generating ideas
  - \_\_\_ organizing ideas
  - \_\_\_ composing a rough draft
  - \_\_\_ revising and editing\*
  - \_\_\_ writing a final draft
  - \_\_\_ proofreading\*

### LAB:

- \_\_\_ produce written work using *Microsoft Word 6.0* advanced word processing skills (fonts, boxes, graphics, headers & footers, page numbering, thesaurus)
- \_\_\_ demonstrate typing speed of at least 30 wpm

### GRAMMAR IV

- \_\_\_ demonstrate mastery of skills and concepts for Levels I, II, and III
- demonstrate the ability to:
  - \_\_\_ choose the correct perfect tense form in sentences with specific time situations\*
  - \_\_\_ choose correctly formed modal verb phrases in sentences with specified time and meaning\*

\*Presented and/or reinforced in multimedia component



- \_\_\_ choose the correct conditional form in sentences with specific time and meaning\*
- \_\_\_ choose correctly formed passive voice verbs in sentences\*
- \_\_\_ choose singular or plural verbs to agree with the given subject in sentences\*
- \_\_\_ choose correct pronouns of correct case and number in sentences\*
- \_\_\_ choose the correct participial adjective to modify nouns in sentences\*
- \_\_\_ choose the correct verbal noun to act as direct object in V + V construction\*
- \_\_\_ choose coordinate conjunctions for the correct relationship of ideas in sentences\*
- \_\_\_ choose subordinate conjunctions for the correct relationship of ideas in sentences\*

**LAB:**

- \_\_\_ successfully complete assigned lessons in *Perfect Copy* Series 2 & 3

**SPEAKING/LISTENING IV**

- \_\_\_ demonstrate mastery of skills and concepts for Levels I, II, and III
- \_\_\_ demonstrate the ability to listen for gist, specific information, and inferences\*
- \_\_\_ demonstrate communicative competence skills in aural comprehension of short exchanges and conversations\*
- \_\_\_ recognize contrasting vowel/diphthong sounds at the beginning, medial, and final positions\*
- \_\_\_ listen to a sentence, comprehend its meaning, and choose the best response or conclusion\*
- \_\_\_ demonstrate the appropriate use of "ed" ending sounds of regular past tense verbs
- \_\_\_ demonstrate the ability to converse with extended discourse
- \_\_\_ demonstrate an understanding of native pitch, rhythm, fluency, and pronunciation, including correct vowel/diphthong pronunciations\*
- \_\_\_ implement grammatical structures associated with a specified set of linguistic functions\*
- \_\_\_ demonstrate mastery of practical communication functions in a specified set of situations\*
- \_\_\_ implement vocabulary and expressions associated with a specified set of situations\*

**LAB:**

- \_\_\_ successfully complete *Rosetta Stone* Unit 7 listening dictation and tutorial
- \_\_\_ successfully complete assigned lessons in *ELLIS Senior Mastery*

## **ENGLISH FOR SPECIFIC PURPOSES**

### **COURSE OUTLINE:      ESP ACCENT REDUCTION LEVEL I**

1. Pronunciation of vowels and consonants
2. Distinguish between short and long vowel sounds
3. Giving directions and instructions
4. Telephone conversations
5. Situation dialogs
6. Spatial Expressions
7. Intonation and stress
8. Dictation
9. Self-monitoring from taping themselves
10. Quizzes and exams

### **MEASURABLE COURSE OBJECTIVES**

Upon successful completion of the course, the student will be able to:

- \_\_\_ communicate in a more effective manner
- \_\_\_ distinguish between sounds that are very similar: i.e., sh, ch.
- \_\_\_ be able to make short presentations to classmates
- \_\_\_ be able to use more idiomatic expressions correctly
- \_\_\_ have built a larger vocabulary
- \_\_\_ to comprehend various types of American accents

### **COURSE OUTLINE:      ESP ACCENT REDUCTION LEVEL II**

1. Distinguish between short and long vowels
2. Giving extensive directions and instructions
3. Pronunciation of vowels and consonants
4. Telephone conversations
5. Situational expressions
6. Dictation
7. Self-monitoring from taping themselves
8. Quizzes and exams

### **MEASURABLE COURSE OBJECTIVES**

Upon successful completion of the course, students will be able to:

- \_\_\_ communicate in a more effective manner
- \_\_\_ develop more self-confidence when speaking
- \_\_\_ distinguish between sounds that are very similar: i.e., ch, sh, plurals
- \_\_\_ be able to use more idiomatic expressions correctly

\*Presented and/or reinforced in multimedia component

- \_\_\_ have an increased vocabulary
- \_\_\_ easily make small presentations to classmates
- \_\_\_ comprehend various types of American accents: northern, southern, eastern, etc.
- \_\_\_ utilize the proper intonation and stress

## **COURSE OUTLINE:      ESP COMPUTER SKILLS I and II**

1. Overview of computers
2. Basic vocabulary used with computers
3. Overview of Windows 3.1
4. Basic Windows Operations
5. File management using Windows
6. Word 6.0 Basics
7. Excel 5.0 Basics
8. PowerPoint 4.0 Basics
9. Access 2.0 Basics

## **MEASURABLE COURSE OBJECTIVES**

Upon successful completion of the course, the student will be able to:

- \_\_\_ Identify and understand the function of each component in the computer
- \_\_\_ Work with the mouse (point and click)
- \_\_\_ Execute commands in Windows 3.1
- \_\_\_ Organize files using file manager
- \_\_\_ Work with file dialog boxes
- \_\_\_ Use the Shortcut Bar in Microsoft Office applications
- \_\_\_ Create documents in Word
- \_\_\_ Create a spreadsheet in Excel
- \_\_\_ Create a database in Access
- \_\_\_ Create a presentation and use the slide show feature in PowerPoint

## **COURSE OUTLINE:      ESP BUSINESS ENGLISH I**

Reading: reading for information, reading business letters

Understanding: role-play interviews and telephone conversations

Writing: writing about skills for occupations, filling out an employment occupation

Speaking: understanding role-plays in a small groups, leaving a telephone message

Listening: listen for correct responses in role-plays and interviews; dictation

## MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, students will be able to demonstrate basic English skills for business by:

- \_\_\_ Reading and discussing occupations
- \_\_\_ Reading and answering help wanted signs and want ads
- \_\_\_ Filling out an application for employment
- \_\_\_ Writing business letters and memos
- \_\_\_ Making business telephone calls
- \_\_\_ Role-playing interviews

## COURSE OUTLINE:      ESP BUSINESS ENGLISH II

Reading: reading and revising business letters, reading want ads for information, reading resumes for hiring purposes

Writing: write a job description using vocabulary, writing business letters

Speaking: Understanding of spoken words through role-playing and interviews

Listening: listen for answers from interviews, dictation, and role-plays

## MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, students will be able to demonstrate English skills for business by:

- \_\_\_ Writing business letters
- \_\_\_ Writing a job description
- \_\_\_ Role-playing business meetings
- \_\_\_ Giving a presentation
- \_\_\_ Role-playing interviews
- \_\_\_ Reading an applicant's application and resume



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